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ABSTRACT

Teachers in the Henry County Public School System (Tennessee) developed and wrote over 80 course syllabi for most subject areas taught in grades seven through twelve as part of a Teacher Corps demonstration project. This syllabus is intended to inform students and parents of the requirements at each grade level of a four-year chorus program. The course objectives and activities are listed, and the time frame for each of the four years is outlined. The music skills and theory to be learned include musical terms, choral techniques, and sight singing. In addition, the student is expected to demonstrate certain abilities to the satisfaction of the teacher, such as the correct use of breath control, and singing in various styles and tonations. The criteria and methods of evaluating students are given. (FG)

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COURSE SYLLABUS

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Murray State University/Henry County Public Schools
Teacher Corps Project

P.O. Box 47, Paris, Tennessee 38242

DEPARTMENT: Music GRADE LEVEL: 9-12

COURSE TITLE: Chorus (I-IV)

Fall 1980

SP 019 355

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We also wish to thank the many people who assisted in editing, typing and collating the Course Syllabi and Student Expectations. In many ways, they are the "*unknown heroes*" whose work is essential but not often recognized.

TO STUDENTS AND PARENTS,

You have in your possession a course syllabus which is one of over eighty-one written by teachers in the 1979-80 School Year as part of the Teacher Corps Demonstration Project. Syllabi were written for most subject areas taught in grades seven through twelve in Henry County.

A syllabus is a concise statement or outline of a course of study. Each syllabus written in this program contains a general course description followed by general and specific objectives. The general objectives state in broad terms what is to be taught in the course, while the specific objectives indicate ways the student must demonstrate what he or she has learned. Student requirements, basic learning activities, learning materials and community resources are also described. Of special importance are the sections dealing with how performance is measured, evaluated, and reported to students and parents.

The overall intent and basis of the syllabus program are to assist students in achieving at least a minimal competency in the subjects being taught in the schools. The written syllabi are a major step forward in helping students achieve success in their studies, since they provide specific descriptions of what is to be learned and at what level the student is expected to perform. The program in effect is saying, *"Let us inform both the students and the parents of what specifically is required at each grade level and in each subject taught in the Henry County School System and then develop ways to help students achieve these goals."* Because when goals are precisely written and further refined into instructional objectives, then learning activities designed to assist the student are more focused and on-target. Instruction improves when the purposes of the course are thought-out and clearly stated. Progress accelerates when the student's performance is based upon behaviorally stated objectives, and this performance is measured and reported.

It is important to note that the Syllabi are only a *first step* in creating an Improved School Climate--which is one of the *major* goals of the Teacher Corps Project. Teachers, students, and parents must yet find additional and unique ways to help each person achieve the various competencies. Much of this however will come through application as teachers think of new ideas while refining old ones. Thus this Project will be a success if the syllabi are but a *starting point* of thoughtful and creative involvement by the teachers and students in on-going curriculum development.

This Project is not without its imperfections. No project is. For example, in our Project better measurement instruments need to be written as well as finding new ways of evaluating student performance. Yet, we are proud of what has been accomplished and feel the basic curriculum pattern is reflective of the concerns of society and the realities of the times in which we live. Perhaps the great strength of this Project is to be found in the fact that teachers from the Henry County School System developed and wrote each syllabus. They deserve a *special* thanks.

GOOD LUCK!

J. C. Hainsworth

Dr. Jerone C. Hainsworth
Project Director and
Professor of Education
Murray State University
Murray, Kentucky

NOTE: It is important to realize that a program entitled Student Expectations has been written for assisting students in grades K-6 in achieving at least a minimal competency in Mathematics, Language Arts, and Reading. The Student Expectations Program and Syllabus Program are a coordinated curriculum effort that has the potential of impacting the basic instructional program in Henry County in a positive way.

HENRY COUNTY PUBLIC SCHOOLS STUDENT EXPECTATIONS
Paris, Tennessee

DEPARTMENT: Music GRADE LEVEL: 9-12

COURSE TITLE: Chorus (I - IV) Page 1

COURSE DESCRIPTION

Prerequisites: The student must have an interest in music and some knowledge of music is helpful.

Credits: One credit is given each year for a total of no more than four credits.

Fees: None

Narrative Description:

If the individual is capable of meeting the entrance requirement, he may join the high school choir of mixed voices during any or all of his senior years.

Chorus I or General Music has no entrance requirement.

If the student elects to take Chorus for a second year, the instructor will place him/her in Concert Choir, Swing Choir or Madrigals.

COURSE OBJECTIVES

General:

1. By the end of the first semester the student will increase his technical knowledge of music in such areas as tonal and rhythm elements, features of staff notations and sight singing.

2. By the end of the school year, the student will use correct choral techniques such as breath control, placement of tone, diction, and voice projection.

3. This course hopes to encourage pleasure in song as a means of emotional expression.

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Specific:

Theory - the student will be able to:

1. Label all sharps and flats in both the bass and treble clef with 75% accuracy.
2. Identify and define all musical terms used in music with 75% accuracy.
3. Name, locate, and tell the purpose of the (a) mouth, (b) tongue, (c) lips, (d) largnx, (e) pharynx, and (f) soft and hard palate in singing with 75% accuracy.
4. State why good health and physical fitness is important in singing.

COURSE ACTIVITIES

Performance - the student must demonstrate each of the following to the satisfaction of the teacher:

1. The correct use of breath control.
2. One body-building exercise.
3. How to use the attach and release tone correctly with a natural free and efficient production.
4. Sing a free, pure tone with even vibrato up and down the scale.
5. Sing with a ringing, intense, balanced, efficient, sonorous tone.
6. The expressive use of varied tone color.
7. Sing a given piece with correct, clear and natural diction and pure quality.
8. Sing a series of vowels in any order without sudden change in vowel color or radical change in resonation.
9. The principles of extending range and dynamics without injury to free and efficient tone production.
10. Understanding of intonality, memorization, stage deportment and interpretation.
11. Correlation between speech and song.

COURSE ACTIVITIES

Student Responsibilities:

The student is responsible for:

1. Bringing a pencil and notebook to class every day.
2. Replacing his/her sheet music if they lose it.
3. Purchasing a music folio if he/she is in Chorus II, Swing and Madrigals.

Learning Activities:

During the school year each student will present at least one major public performance such as an oratoria, cantata, musical or octavo music program. The students will also have an opportunity to participate in the following:

1. Quad State Choral Festival, where students will be under the direction of a renowned director.
2. The West-Tennessee and/or State (Tennessee's) Choir. Each student who wishes to sing in these choirs must audition.
3. Solo-Ensemble. This gives students a chance to present a work of their choice before a university audience.
4. National song writer contest. Information on this contest is posted and if a student feels he/she has the ability to write music or lyrics, she/she can enter for cash prizes.
5. Sight reading contest. This contest, which is held at neighboring universities, allows the student and teacher to be evaluated annually in their ability to read music.

Time Frame:

Chorus I

During the first semester, theory is studied. During the second semester, students participate as full-fledged chorus members.

Concert Choir

During the first semester, the principles and techniques taught in Chorus I are reviewed, and the choir studies a few concert pieces that will be sung at the Christmas Concert.

During the second semester, concert pieces that will be sung at the Spring Concert are learned.

Swing Choir

During the first semester, the Swing Choir works on pieces for both the Christmas and Spring Concerts.

During the second semester, Swing Choir prepares for their Spring Concert and annual festival. The location of this concert varies from year to year, but in the past, the Swing Choir has attended the West Tennessee Vocal Association Spring Festival held at the University of Tennessee at Martin and the American Music Festival held at Opryland.

Madrigals

During the first semester, Madrigals work up a Christmas repertoire that will be given at various school and civic groups.

During the second semester, Madrigals prepare their annual concert given in the Spring and an annual festival which is held by the Great American Choral Classics.

LEARNING MATERIALS

Foundations in Singing by Van A. Christy

Fisher's Warm-Up Materials by Carl Fisher

Supplies and Equipment List:

1. Recorders
2. Metronomes
3. Pianos
4. Chalboard (staff lined)
5. Filmstrips
6. Mirror
7. Bells
8. Autoharp
9. Microphones
10. Risers
11. Pitch pipe
12. Body chart

Media Materials:

Media that is received daily or monthly includes:

1. "Music Education Journal"
2. "Jazz"
3. "Downbeat"

Other sources of information can be obtained from the American Choral Director Association and the Tennessee Music Educator's Association.

EVALUATION

Chorus I:

During the first semester of Chorus I, theory is studied and exams are given periodically. The average score from these tests constitute the first semester's grade.

Second Semester Chorus I, Concert Choir, Swing Choir or Madrigal:

Grades for these classes are based on the following criteria:

1. Daily classroom evaluation by the teacher - 50%

   During classroom rehearsals each student is expected to know the musical piece that he/she has been assigned and to perform it to the best of his/her ability every day.

2. Attitude - 5%

3. Cooperation - 5%

4. Classroom attendance - 5%

5. Performance at the Christmas Concert and Spring Concert - 20%

6. Attendance at after school rehearsals - 5%

7. Performance given outside of the school - 10%